We're Moving, Where . . .?

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You just found out your family is moving to	:	
What will your new life and environment be	like? How will it be the same as it is now? Ho	W
will it be different than it is now?		

Directions:

- Research what your new life and environment will be like
- Base your research on the guidelines below
- You must answer all eight questions
- Your research must come from three different sources, i.e. textbook, encyclopedia, websites, travel brochures, or library books
- Choose one of the projects below to display what you have discovered
 - o Data Disc
 - o Travel Brochure
 - o 3-D Model
 - o PowerPoint Presentation (note that the rubric for this project is different from that of the other projects)

Guidelines:

- 1. Identify the area you have moved to.
- 2. Provide the latitude and longitude coordinates for your new home.
- 3. Describe the physical/geographical features in your new area.
- 4. Describe the weather in your new area.
- 5. Describe the vegetation you see when you look outside your window.
- 6. What jobs will your family now have?
- 7. Are you living in an urban, suburban, or rural area? Explain how you know this.
- 8. Do you think you will like living in your new community? Why or why not?

Research Websites

Latin America geographia. InterKnowledge Corp. 30 June 2005.

http://www.geographia.com/indx05.htm

A kid-friendly website featuring information on Latin American countries.

The World Factbook. The Central Intelligence Agency. 30 June 2005.

http://www.odci.gov/cia/publications/factbook/

A searchable database of information about all countries. Includes maps, culture, geography, history, economics and more. A good "first place" for gaining an overview of a country.

Atlapedia online. Latimer Clarke Corporation Pty Ltd. 30 June 2005.

http://www.atlapedia.com/

A great resource for finding full color physical and political maps as well as key facts and statistics on countries of the world.

Getting to Know Canada. Lakeland Central School District. 30 June 2005.

http://www.lakelandschools.org/EDTECH/Canada/index.htm

A website featuring a project on Canada created by the Lakeland School District

Answers.com. GuruNet Corporation. 30 June 2005.

http://www.answers.com/

Fast facts readily available with the click of a mouse. Good for doing an overview of a particular country (includes photos, maps and more)

Grolier Online. Scholastic Library Publishing, Inc. 30 June 2005.

http://go.grolier.com

Complete multimedia on line encyclopedia. District must have subscription.

The Columbia Encyclopedia. Yahoo! Inc. 30 June 2005.

http://education.yahoo.com/reference/encyclopedia

Free on line encyclopedia.

Region and Country Choices

Mountain Region

- United States: Colorado (Rocky Mountains)
- South America: Chile (Andes Mountains)
- Canada: British Columbia (Canadian Rockies)

Prairie Region

- United States: Nebraska (Great Plains)
- South America: Brazil (Pampas)
- Canada: Saskatchewan (Prairie)

Rainforest Region

- Central America: Costa Rica
- South America: Brazil (Amazon)

Desert Region

- North America: Mexico (Chihuahuan Desert)
- South America: Chile (Atacama Desert)

Tundra Region

- United States: Alaska
- Canada: Nunavut

Creating a Data Disc

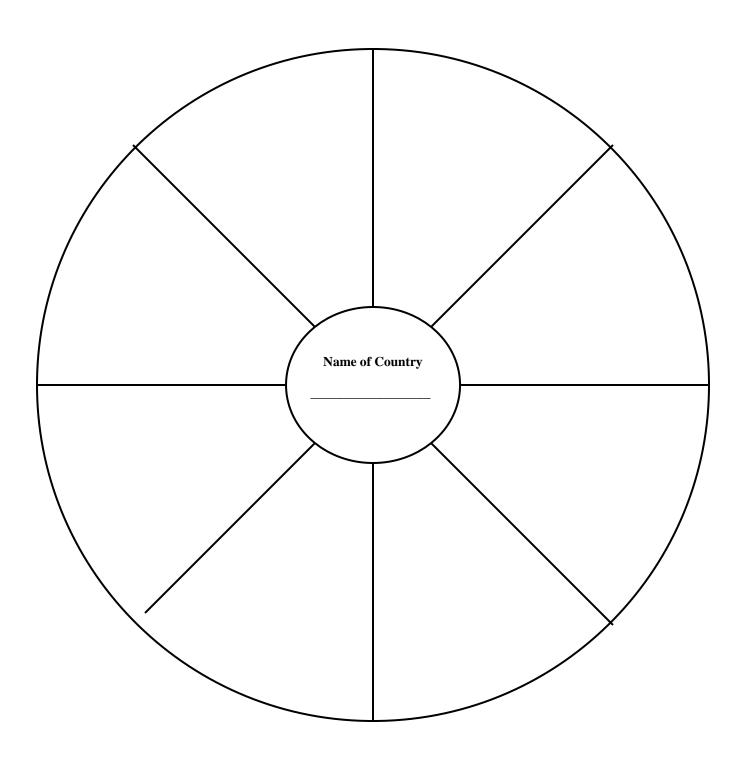
Materials:

- Tag board
- Colored pencils
- Rulers
- 1 12 inch diameter circle
- 1 cup up to 3" in diameter
- Markers
- Brass brads or fasteners (Optional)

Procedure:

- Draw one 12 inch diameter circle
- Divide the circle into eight sections; one for each question to be answered
- Answer each guideline question with a picture, drawing, or word statement
- An additional circle the diameter of a cup (3") can be drawn and connected with a brad onto the original 12" circle. This would be used to name the country or area

Model data disc on next page



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3-D Model

Materials:

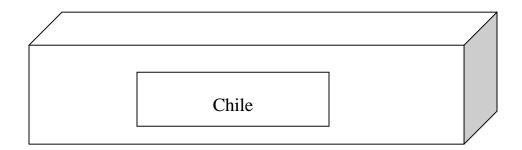
- Clay
- Cardboard soda box base or similar product
- Index cards 5"X8"
- Art supplies
- Resources

Task:

• Create a 3-D model of your "new" home.

Procedure:

- Use your country outline map from Geography Lesson 2, and glue it onto the base of a piece of cardboard.
- Sketch your major landforms.
- Construct clay landforms.
- Include the major geographical features (i.e. mountain ranges, major rivers).
- Label them appropriately (major cities, vegetation, name of river).
- Complete a "mini-report" on index card and attach to model.



Travel Brochure

Directions:

- 1. Use 81/2 by 11 inch paper, either white, colored or construction. The brochure could be made any size you choose. All work should be done in pencil and checked by the teacher before color is added.
- 2. Fold the paper into thirds.
- 3. Flap one is the cover. Included on the cover:
 - Name of place where you are moving
 - Name and class
 - Colorful pictures and border. Pictures can include the state, country or province and can be hand drawn or computer generated.
- 4. The inside and back flaps will contain the answers to the guideline questions.
 - Left inside flap is divided in half. Questions one and two are answered on this flap.
 - Middle inside flap contains answers to questions three and four.
 - Right inside flap contains answers to questions five and six.
 - Right folded flap contains answers to questions seven and eight.
- 5. The back of the brochure can be used for Fun Facts about the region or as an Author's Page.

PowerPoint Presentation

Materials:

- Computers with PowerPoint installed
- Computers with Internet access
- Optional software: KidPix

Activity: Create a multi-slide presentation

NOTE: The **Procedure** (below) is based on a suggested 13-slide presentation. Teacher can exercise options as to how many slides are to be included and the content of each slide, so that the activity can be differentiated for the classroom).

Procedure:

- Slide 1: Title Slide
 - Name of region (country/continent)
 - Photo NOT clip art!
 - Student name and class
- Slides 2 through 6 Physical characteristics/geographical features
 - Longitude and latitude
 - Mountain(s)
 - Bodies of water
 - Type of biome
- Slides 7 through 9 Climate
 - Seasonal temperatures (bar graph suggested)
 - Precipitation (bar graph suggested)
 - Average temperature (line graph suggested)
- Slides 10 through 12 Everyday Life Suggested slides
 - Clothing
 - Recreational activities
 - Student choice lifestyle of student or family, parent's job, student's education, etc)
- Slide 13 Culminating Slide
 - How does where you live affect how you live?

Rubric for We're Moving, Where . . .?

CATEGORY	Outstanding	Commendable	Satisfactory	Needs Improvement
Required Elements	The project includes all required elements as well as additional information.	All required elements are included in the project.	All but 1 of the required elements is included in the project.	Several required elements are missing.
Labels	All items of importance in the project are clearly and correctly labeled with labels that can be easily read.	Almost all items of importance in the project are clearly and correctly labeled with labels that can be easily read.	Many items of importance in the project are clearly and correctly labeled with labels that can be easily read.	Few or no important items are labeled or many are incorrectly labeled.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. Some borrowed graphics have a source citation.	All graphics relate to the topic. One or two borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Attractiveness	The project is exceptionally attractive in terms of design, layout, and neatness.	The project is attractive in terms of design, layout and neatness.	The project is acceptably attractive though it may be a bit messy.	The project is distractingly messy or very poorly designed. It is not attractive.
Grammar	There are no grammatical/mechanical mistakes.	There are 1-2 grammatical/mechanical mistakes.	There are 3-4 grammatical/mechanical mistakes.	There are more than 4 grammatical/mechanical mistakes.

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Rubric for We're Moving, Where...? Powerpoint Presentation

CATEGORY	Outstanding	Commendable	Satisfactory	Needs Improvement
Required Elements	The project includes all required elements as well as additional information.	All required elements are included in the project.	All but 1 of the required elements is included in the project.	Several required elements are missing.
Technical/ Visual	The presentation has a professional look with an overall graphical theme that appeals to the audience, compliments the information, and each slide is visually neat and incorporates a variety of layouts.	The presentation has an overall graphical theme that appeals to the audience, compliments the information, and each slide is visually neat and incorporates at least two different layouts.	The presentation is not professional looking and combines different themes that are confusing to the audience. Some slides are not neat.	The presentation has no overall graphical theme, does not compliment the information, and the slides are messy and uninteresting.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. Some borrowed graphics have a source citation.	All graphics relate to the topic. One or two borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Communication	The speaker engaged with the audience and did not simply read the slides, maintained eye contact, checked for understanding with questions or an oral quiz and utilized the time effectively.	The sometimes engaged with the audience and did not simply read most slides, maintained a good deal of eye contact, checked for understanding with a questions or an oral quiz and utilized the time effectively.	The speaker rarely engaged with the audience and simply read the slides, failed to make much eye contact, and did not check for understanding and utilized the time inefficiently.	The speaker did not engage with the audience and simply read the slides, failed to make any eye contact, and did not check for understanding and utilized the time poorly.
Grammar	There are no grammatical/mechanical mistakes.	There are 1-2 grammatical/mechanical mistakes.	There are 3-4 grammatical/mechanical mistakes.	There are more than 4 grammatical/mechanical mistakes.

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